Program: Career Center

Division: Student Services

Date: 10/23/2023

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With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. Fall 2023 is a Program Update cycle.

Please note: Program Update is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Requests) or directed to your dean or supervisor.

Time Frame: This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

Key Terms: The Program Review Glossary defines key terms that you can review before writing: https://bit.ly/2LqPxOW

HELPFUL LINKS:

1) [Program Review Committee Page for Writers](#)
2) [Fall 2023 Program Reviews](#)
3) [Frequently Asked Questions](#)

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

INSTRUCTIONS:

1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.

2) If the requested information does not apply to your program, write "Not Applicable."

3) Suggested: Communicate with your dean while completing this document.

4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2023**

IMPORTANT CHANGES AND REMINDERS

Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:

- ✓ **Check for Title V updates required for any of your courses or Programs:**

    1. To check on the status of courses and programs to see if any updates are required

        a. Log in to CurricUNET

        b. Select "Course Outline Report" under "Reports/Interfaces"

        c. Select the report as an Excel file or as HTML)

    2. If updates are needed, submit these updates to the Curriculum Committee

    3. Then, compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered during certain semesters**.**

        a. If your map requires a non-Curricular change (i.e., course sequencing) consult your Pathway counseling faculty liaison to initiate any changes.

        b. If your map requires a Curricular Change (Program modifications) - these are initiated through the Curriculum Committee.

- ✓ **Review your programs to see if there are any modifications needed**

- ✓ **Review your programs and courses to see if any will be sunset or deactivate**

HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

- ☐ **No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)

2. CTE Review – *CTE programs only* (pages 4-7)

ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.

Achievements:

In the fall, 37 students attended 9 different Career and Employment SmartShops. SmartShop topics included Resume Building, Interviewing, Preparing for a Job Fair, and Career Exploration. The average rating was 4.36/5 for the SLO assessed (After the SmartShop, how confident did you feel in your ability to make a positive first impression on an employer?).

In the spring, 38 students attended 11 different Career and Employment Smartshops. A LinkedIn 101 SmartShop was added and offered twice. The Career Center also hosted a Resume Review Day that 22 students attended, meeting with 8 employers/volunteer mentors for Career and Employment advice.

Taught Resume and Interview Workshops for Engineering Technology Learning Community. Average attendance was about 3 students per workshop. For mock interview day, around 20 students attended, and 9 students were chosen by the LLNL for summer internships.

Hosted 5 career fairs that served over 250 students. Two fairs were virtual (one on Earn and Learn, one on ECE jobs), two were large career fairs, one was a mini job fair. Fairs held on Wednesdays from 10:00-1:00 had the highest attendance of around 100 students.

Visited 10 classes (English, ESL, Middle College, PCN10), Math Jam, and 3 on-campus information sessions geared towards IT, Business, and STEM majors. Served a total of 445 students in these in-reach sessions to inform students about Career and Employment services on campus.

There were 237 (145 unduplicated) visits to the Career Center for individualized assistance with finding a job or internship (Employment Information). There were 122 (88 unduplicated) visits to the Career Center for individualized assistance with Career Exploration. Please note that these new reason codes were created in 10/22, so they represent data from 10/22 – 7/31/23.

The Career Center served as part of the Undecided Pathway Success Team and conducted outreach to over 600 students via a Constant Contact email. The number of Undecided students at Las Positas College has decreased to 406 students in Fall '22 from 540 in Fall '21 and 875 in Fall '20.

The Career Center has been decorated in a way that diverse voices are represented.

Assisted with the development of Learning Aligned Employment Program website and processes for promoting the program to students.

Handshake Bulk Import of new students. Went from 2,300 students to over 10,000 students in Handshake. Can now email any student by major to their Zonemail account.

Visited spring division meetings and delivered presentation about career services at Spring Flex Day.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Challenges and Barriers:

Career Center Coordinator bandwidth to assist students seeking both employment and career exploration services. 33% of our visits were for Career Exploration, and these appointments tend to require more time (1 hour is ideal). The Career Center Coordinator is also not a counselor, so having at least a 50% Career Counselor who could work to assist these students would free up the Career Center Coordinator to coordinate events, provide more support to employers, and assist students seeking help with finding jobs and internships.

Balancing employer services and student services. A need to develop an Employer Orientation and have more time to engage with employers to develop internships in areas that lack them. There are very few internships in the area of Computer Science and Engineering. There are also very few on campus jobs and non-government internships that international students are eligible to apply for.

Not many students are applying for jobs and internships on Handshake. Though there were 575 jobs and internships posted to Handshake last year, students only applied for 22% of the jobs and internships within a 10-mile radius of Livermore, and they applied for only 8% of jobs and internships within a 50-mile radius of Livermore. Though the Career Center sends email blasts to students in particular majors related to certain internships, Handshake is linked to Zonemail, so if students don't check campus email, they don't receive alerts about these internships.

Only about 10% of LPC students are utilizing the Career and Employment Center (though about 20% are using Handshake), so increased outreach is needed. More development of resources for asynchronous classes is also needed.

Alumni are not properly identified in Handshake, which leads to confusion for employers who are looking to hire current students for internships.

Students often need assistance with resumes right before a job fair, and the Career Center Coordinator is not always available to assist because she is coordinating the event. Balancing individual meetings with students as well as coordination duties can be a challenge right before events.

There was low attendance at virtual job fairs in comparison to in-person fairs. Fairs in the late afternoon also had lower attendance. Therefore, we plan to focus on offering in-person fairs this year.

2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

> The average rating was 4.36/5 for the SLO assessed:
>
> If you attended an Employment Smartshop this past fall semester (on interviewing, resumes, or job fair preparation), after the SmartShop, how confident did you feel in your ability to make a positive first impression on an employer?

3. Got anything new planned for 23-24?

Career Center Instagram profile and more social media presence

Ready-made career assignments for faculty, including a Handshake profile assignment, and assignments for attending job fairs or visiting the Career Center to help increase student participation in Career Center services and events.

Internship Panel in November to raise awareness about internships and the fact that summer internship recruitment begins in the fall. Planning this event around Puente and Umoja schedules and hosting it on National First Generation College Student Day in order to increase number of students of color participating in internships.

Bringing employers to Club Fair hosted by Student Life in order to help clubs and employers build partnerships as well as help employers connect with diverse clubs, such as Puente, Women in STEM, etc.

Add more resources for students in different demographic groups to website (e.g. Veterans, international students, undocumented students, etc.)

Outreach for the LAEP program so that qualified underrepresented students apply to this program and benefit from gaining work experience aligned with their career goals.

More outreach to special programs (e.g. Operation Gateway, etc.) on campus to encourage students to visit the Career Center and apply for LAEP.

Engineering Tech Learning Community meetings include activities to build community within the group to increase student belonging and attendance at employment and internship preparation workshops.

Increased marketing for job fairs. The Career Center is now charging employers for tables at job fairs in order to raise funds for more banners, yard signs, and other marketing tools.

Develop an Employer Orientation to be delivered in January so that employers can maximize use of Handshake and learn about ways to increase engagement with the college.

Hopefully hire Student Peer Advisors to help students with resumes, and hopefully Career Counselor faculty assignment will be approved in order to manage increased number of students seeking career advice at the center.

Employer engagement meetings with outreach specialists, STEM Program Coordinator, Work Experience Coordinator, and Employer Engagement Specialist.

Working with ITS on getting alumni properly identified in Handshake.

Categorize employer partners in Handshake better so that students and employer engagement team members can more easily identify them.

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CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

Vicki Shipman will provide you with or support any data needs

LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years.

N/A

2. What is the median income for occupations within your program?

N/A

ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
   i. _____YES _____No

2. If not, please explain.

N/A

STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

Data Reporting Notes:
Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review

SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

CI. STRONG WORKFORCE PROGRAM STUDENTS

Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

How may these metrics improve?

N/A

C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR

Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

How may these metrics improve?

N/A

C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE

Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

How may these metrics improve?

N/A

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C4. SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS

Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

How may these metrics improve?

N/A

C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION

Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve?

N/A

C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY

Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve?

N/A

C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

How may these metrics improve?
  N/A

C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS

Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve?

   N/A

C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE

Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve?
   N/A

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